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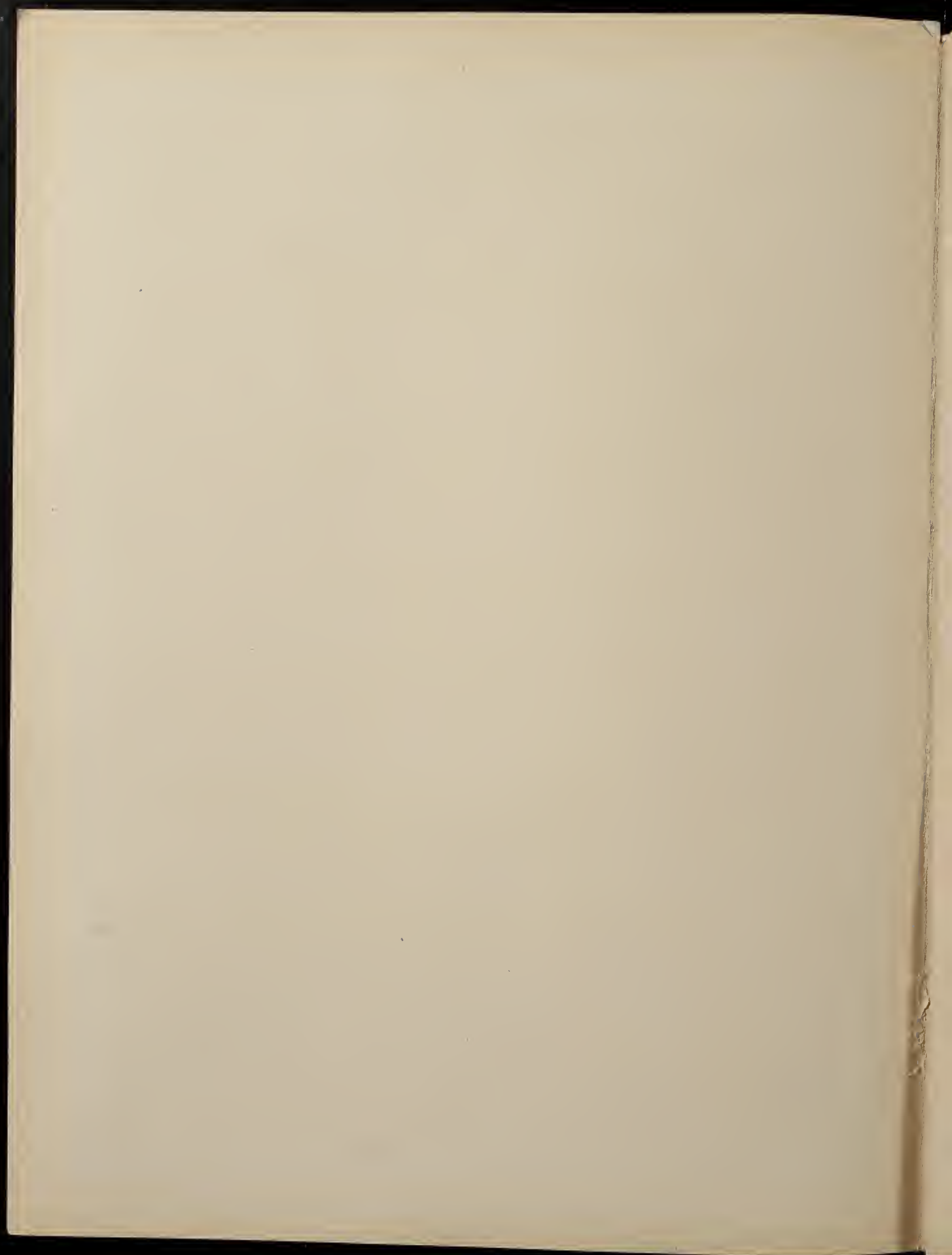
Melody for Right and  
Left Hands

— KARL CZERNY

GRADE I—A

No. 4





donated by Miss L. M. W. Peene

# MELODY FOR RIGHT HAND.

Hamilton Conservatory of Music

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Edited and Annotated by Frederic Lillebridge.

## Allegro vivace.

After Czerny.

## MELODY FOR LEFT HAND.

Allegro vivace, very lively.

cresc. crescendo, becoming louder.

dim. diminuendo, becoming softer.

$\text{♩} \text{♩} \text{♩}$  is a triplet;  $\text{♩}$  = one quarter; three 8ths to a beat or count.

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PIANO

Grade I—A

## MELODY FOR RIGHT AND LEFT HANDS.

BIOGRAPHICAL SKETCH—KARL CZERNY. (Char-ne.)

Born at Vienna, 1791.

Died at Vienna, 1857.

**V**ERY celebrated teacher of the piano, remembered especially for the great number of studies which he composed for the instrument. He was born in Vienna, where he lived a peaceful life, teaching and composing. He had no near relatives and was never married, but his house was frequented by musical people, and especially by his pupils, to whom he was most kind and encouraging. Czerny displayed great skill in music while still a young boy, and for his teachers he had, besides his father, the great masters Beethoven and Clementi. Among his pupils were Liszt, Thalberg, Belleville, Mme. Oury and other famous musicians. Owing to his popularity and distinguished position as a teacher he had at times great difficulty in supplying the publishers, and although he is remembered chiefly by his piano studies, he left an immense number of other compositions in manuscript, such as Masses, Oratorios, Symphonies, Songs, etc.

**FORM AND STRUCTURE.**—Measures 1 and 2 of this piece are like measures 5 and 6. Measures 3 and 4 end with D where measure 8, the corresponding measure, ends with C. Consequently, measures 3 and 4 are different from measures 7 and 8. In other words, the idea in the second four measures starts out as it does in the first four but ends differently. The music in the next four measures; that is, in measures 9, 10, 11 and 12, is entirely new. The music in the last four measures is practically identical with that in the second four measures, minor differences not being considered, as they are not essential. Consequently, the piece assumes the following form:

Question, first four measures.

Answer, second four measures.

New question, third four measures.

Same answer, last four measures.

This applies to the melody of the arrangement for either hand.

**HOW TO STUDY.**—The melody shows the use of the slur, of *staccato* dots, and of the accent mark. It is arranged to be played in turn by each hand, the other hand having the accompaniment.

The counts are shown in the piece, where also the triplets are explained. Each triplet of eighth-notes, being equal to two eighth-notes, receives one count. Two triplets go to each half-note, and one triplet goes to a quarter-note.

Practice the accompaniment first—to save time you can play it with both hands. Next learn the melody with both hands. Then combine melody and accompaniment as found in the two arrangements. Practice the piece until you can play it smoothly, counting four to each measure in the specified rate of speed,—which is, “very lively.” Always be sure to play the melody part stronger and especially stronger where it is in the lower voice (left hand part in this piece). Pay very particular attention to the weight of the fingers, hand and arm so that the melody may sound strong and firm. In this connection you must be sure you understand all about how to use the weight and attain relaxation. This must be studied and cultivated till you are fully master of it.

Study the marks of expression and apply them—they are fully explained at the bottom of the piece.



